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**The use of ICT to support children's reflective language.**

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 1566-1575 (2013).

Summary: The importance of language and learning with different artifacts in mathematics education is the focus in this paper. The language in the communicated situation or activity can be understood as a means of constructing meaning. The importance of context, different artifacts and communication in the teaching of mathematics is visualized through analyses of preschool, year 1 and year 2 in students' work with numbers and place value. Through participation and interaction, through dialogue and using different kinds of artifacts, students develop new patterns of meaning that may facilitate their learning of mathematics.

*Classification:* C51 C52 U71 U72

*Keywords:* use of ICT; reflective language; participation; interaction